School of Social Work  
1350 University Avenue  
Madison, WI 53706  
SW840 Advanced Macro Practice: Advanced Practice with Organizations  
Spring 2016

Instructor: Severa Austin  
Class Time: Saturdays, Noon - 2:00pm  
Location: MSC1010  
Office Hours: By appointment  
Phone: 298-7591 (Home)  
Email: slaustin@wisc.edu

I. Catalogue Description  
Explores multiple approaches social workers use to influence groups, organizations, communities and systems. Concepts, theories and models of macro level practice and advanced practice skills for addressing complex practice and organizational situations are examined.

II. Course Overview  
Regardless of your chosen level of intervention, your future work as a professional social worker will regularly involve experiences that span the micro-macro spectrum, and thus require your ability to draw upon skills across that spectrum. This advanced course is designed to develop further your competencies in macro social work in the area of working effectively within, advocating for, and helping to develop and change human service organizations

Beyond being a core component of social work, organizational management practice can be a particularly powerful promoter of social justice. It is often through managing organizations and social systems that formerly marginalized individuals and groups’ experience (re)enfranchisement and inclusion, and where social problems are addressed on a large scale.

This course will teach you about leading within human service organizations from effectively interacting with and supporting people within the agency to managing current programs and developing and implementing new ones. More generally, it will provide you with refined insights about how to be an effective member of such an organization.

III. Course Competencies & Practice Behaviors & Assignments

<table>
<thead>
<tr>
<th>Competencies Addressed in Course</th>
<th>Practice Behaviors Addressed in Course</th>
<th>Assignment(S) Measuring Behavior</th>
</tr>
</thead>
</table>
| 2.1.1: Identify as a professional social worker and conduct oneself accordingly | 1) Apply knowledge of social services, policies and programs relevant to advanced practice  
2) Collaborate with and articulate the mission of social work to others. | 1) Final Paper  
2) Group Presentation |
<table>
<thead>
<tr>
<th>2.1.2: Apply SW ethical principles to guide professional practice</th>
<th>1) Evaluate ethical dilemmas related to problems and issues in advanced practice.</th>
<th>1) Reaction Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.3: Apply critical thinking to inform and communicate professional judgments</td>
<td>1) Identify &amp; synthesize multiple sources of knowledge to understand policy/practice issues related to advanced practice; 2) Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to advanced practice; 3) Utilize effective communication skills with diverse [parties] related to advanced practice</td>
<td>1) Reaction Paper 2) Participation Assessment 3) Group Presentation</td>
</tr>
<tr>
<td>2.1.4: Engage diversity and difference in practice</td>
<td>1) Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in advanced practice 2) Actively engage diverse clients, groups or organizations to promote solutions based on diverse conceptualization of social problems</td>
<td>1) Reaction Paper 2) Reaction Paper</td>
</tr>
<tr>
<td>2.1.5: Advance human rights and social and economic justice</td>
<td>1) Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to advanced practice; 2) Apply strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes relevant to advanced practice</td>
<td>1) Final Paper 2) Group Presentation</td>
</tr>
<tr>
<td>2.1.6: Engage in research-informed practice and practice-informed research</td>
<td>1) Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in advanced practice</td>
<td>1) Group Presentation</td>
</tr>
<tr>
<td>2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>1) Evaluate, formulate and advocate for policies that advance outcomes relevant to advanced practice</td>
<td>1) Final Paper &amp; Group Presentation</td>
</tr>
<tr>
<td>2.1.9: Respond to contexts that shape practice</td>
<td>1) Assess the impact of historical and contemporary contexts on practice and policy in advanced practice 2) Engage in leadership roles</td>
<td>1) Participation Assessment 2) Group Presentation</td>
</tr>
<tr>
<td>2.1.10d: Evaluation</td>
<td>1) Apply research skills to analyze, monitor, and evaluate interventions in advanced practice</td>
<td>1) Final Paper</td>
</tr>
</tbody>
</table>

IV. Course Content

SECTION ONE: THE LEARNING ORGANIZATION

Week One (January 23)
ORIENTATION, SYLLABUS REVIEW, & INTRODUCTION TO LEARNING ORGANIZATION

Week Two (January 30)
LEADING THE LEARNING ORGANIZATION

Required Readings:
Brody, Chapter 2: Leading the Organization

Week Three (February 6)
DECISION-MAKING

Required Readings:
Brody, Chapter 5: Problem Solving And Making Decisions

SECTION TWO: MANAGEMENT STRATEGIES AND PROCESSES IN HUMAN SERVICES ORGANIZATIONS

Week 4 (February 13)
DIVERSE ORGANIZATIONS

Required Readings:
Brody, Chapter 18 and 19, Ethical Dilemmas in Management and Humanizing The Organization.
Week 5 (February 20)
ORGANIZATIONAL COMMUNICATION

Required Readings:
Brody, Chapter 10, Improving Communication and Handling Conflicts

Reaction Paper One Due.

Week 6 February (27)
FUNDAMENTALS OF SUPERVISION

Required Readings:
Brody, Chapter 5, Managing Employees, and Chapter 6, Supervising Staff

Handout: “First Break all the Rules”

Questions to Ask Yourself and Typical Experiences of a First-time Supervisor: Packet Exercise: Defining “good” and “bad” supervision. Handout.

Week 7, March 5
ORGANIZATIONAL LEARNING

Required Readings:
Gill, Chapter 6, Whole Organizational Learning

****Spring Break: March 12 and 19****

SECTION THREE: RESOURCE MANAGEMENT

Week 8 (March 26)
ORGANIZATIONAL PLANNING

Required Readings:
Brody, Chapter 2, Strategic Planning
Why Strategic Planning is More Important than Ever, in Strategic Planning for Public and Non-Profit Agencies, In Learn at UW.

**Week 9, April 2**

**FINANCIAL PLANNING**

Required Readings:
Brody, Chapter 12, Managing Agency Finances


Chapter 4, Budgeting. In Learn at UW.

**SECTION FOUR: ELEMENTS OF ORGANIZATIONAL CHANGE**

**Week 10 (April 9)**

**FUNDAMENTALS OF ORGANIZATIONAL CHANGE**

Required Readings:


**Week 11 (April 16)**

Student Presentations

**Week 12 (April 23)**

Student Presentations

**Week 13(April 30)**

**USE OF SELF**

Required Reading:
V. Text and Reading Materials for the Course:


2. **Additional Required Reading**: See readings posted on Learn at UW.

VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

Grades will be earned on the following grade point system:

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 94-100</td>
<td>Outstanding; surpasses expectations in most areas</td>
</tr>
<tr>
<td>AB 88-93</td>
<td>Surpasses expectations in many areas</td>
</tr>
<tr>
<td>B 82-87</td>
<td>Meets minimum expectations in all areas</td>
</tr>
<tr>
<td>BC 76-81</td>
<td>Meets expectations in some areas; falls below in others</td>
</tr>
<tr>
<td>C 70-75</td>
<td>Falls below expectations in most areas, not acceptable graduate work</td>
</tr>
<tr>
<td>D 64-69</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>F &lt;64</td>
<td>Fails to meet minimal expectations in all areas, not acceptable work</td>
</tr>
</tbody>
</table>

**ASSIGNMENTS AND GRADING**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Assignment: Creation of a learning organization</td>
<td>25</td>
</tr>
<tr>
<td>Group project: Handling and organizational crisis</td>
<td></td>
</tr>
<tr>
<td>- Paper</td>
<td>20</td>
</tr>
<tr>
<td>- Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Reaction paper</td>
<td>20</td>
</tr>
<tr>
<td>Active participation</td>
<td>15</td>
</tr>
</tbody>
</table>

1. **WRITTEN ASSIGNMENT**: Creation of a Learning Organization (25 points)

You have just become a Supervisor in your Human Service Organization. You are a believer in what is called “the Learning Organization” model but you find the new unit you are supervising has few of the characteristics of the model. You decide that you will do what is necessary to build a learning organization and you start to plan the steps necessary to do this.

Write a paper that answers the following questions. Be as specific as possible and give examples of what would be done. Use references to our readings and other literature to demonstrate your understanding of the model and the issues involved in attempting to do this.
Your paper should be single-spaced and use headings to identify which question is being answered.

PICK 4 OF THE 6 QUESTIONS below:

1. Why is it important that all staff be involved in problem-solving and decision-making in this model?
2. Describe how you would go about developing your first budget; what are the steps and what information do you need to create this budget?
3. Describe the process by which you would assess the QUALITY of the work done by your staff. To whom would you talk?
4. What communication issues do you believe would need to be addressed and what steps would you take to accomplish your goals in this area?
5. What steps would you take to assure that YOU as the leader continue to lead and grow?
6. What are the major problems you foresee in developing the learning culture and how would you deal with them?

GRADING CRITERIA: Creation of a learning organization (25 points total; due April 9)
- Answers questions with specific examples
- Uses references from class examples
- Uses articles or readings from outside class
- Writes in a professional manner paying close attention to conventions and style.

2. GROUP PROJECT: Handling an organizational crisis

The class will be divided into 3-4 groups of 4-6 members. Each group will identify an issue that could occur in your organization where a crisis needs to be “handled” by the Supervisor…YOU!!!

The crisis should be one that would generate considerable public and media attention and possible criticism. Develop a paper that describes your organization, the details of the crisis, and the answers to the following questions.

1. From the minute you are informed of the crisis, what steps would you take to deal with public concern, staff worries and THE BOSS.?
2. With whom would you consult to determine what steps you should take?
3. How would you involve local and other media?
4. How would you involve individuals and groups from the affected communities?
   In your presentation your group should DEMONSTRATE some action that you decide to take. The presentation should accurately portray specifically what you would do and say under these circumstances.
   All group members should have a role in the group presentation.

   GRADING CRITERIA: Group Project Paper (20 points total)
   - Identifies a crisis that is realistic and appropriate to organization. (10 points)
Thoughtfully articulates the steps needed to address the crisis, included but not limited to:
  o Plan for Communication
  o Collaboration with other organization members
  o Evidence of consideration of principles of a learning organization. (10 points)

**GRADING CRITERIA: Group Project Presentation (20 points total)**

- Created an engaging presentation that reflects a realistic public event.
- Actively ensured that all members of the group played a role.
- Conducted in a professional manner while speaking. This includes:
  o articulation.
  o appropriate speed
  o clarity of message
  o eye contact.

3. REACTION PAPER (20 points total; due February 20)

Students will submit one reaction paper related to assessment of organizational diversity and responses to ethical dilemmas in practice. Please read Creech et al, Legislative Advocacy for the GLBT Community, in Fauri, David et al, Cases in Macro Social Work Practice. Pearson Education, Boston. Answer Questions 1, 2 and 3 under Defining and Analyzing the Problem.

The paper should be single-spaced and no more than 3 pages in length.

Grading Criteria:
- Answer demonstrates understanding of definition of a hate crime.
- Answer provides understanding of the problem definition in this case.

4. PARTICIPATION (15 points)

Although class sessions will include a variety of learning methods, there will be an emphasis on active engagement. Criteria for evaluating participation are provided below (see Guidelines for participation).

VII. Course Policies

**Attendance Policy**

Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

**Promptness**

Prompt arrival to all courses is required.

- Instructors may take actions they deem appropriate if a student is consistently tardy
- Instructors may also consider a significantly late arrival or early departure as an absence
Absence
To ensure a quality educational experience, students must attend and participate in classes.
- Attendance will be taken at each class and students’ level of participation noted
- Excused & Unexcused Absences:
  ~ Two unexcused absences will result in a student’s grade being dropped one full grade
  ~ Three unexcused absences will place the student at risk for failing the course.
  ~ On a case by case basis, it is left to the instructor’s discretion as to what is defined as an 
    excused absence, as well as to determine appropriate follow up plans.
- Additional graded make-up work appropriate for the content missed may be assigned for excused 
  and unexcused absences. This make-up work may consist of an analysis of the required reading, 
  as well as a summary of the PowerPoint lecture material and how you would integrate this 
  material into your practice.
- Students are responsible for completing any class requirements for the day missed, and for 
  obtaining from a fellow classmate any assignments, materials, and communications missed due 
  to absence, late arrival or early departure.
- Students who must be absent due to inclement weather or other emergencies must contact the 
  instructor prior to the start of class to be considered for an excused absence.

Support for students needing ADA accommodation
The instructor supports students’ needs to request academic accommodations due to disabilities. 
Please advise me if you have such a need early in the term so the class can work as well as possible 
for you. If you have written documentation of your disability, please provide it to me as additional 
guidance for arranging the accommodations you need.

Plagiarism
The University, the School and I take plagiarism very seriously. At any time when you use the words 
of another person verbatim or even paraphrase them, you must give that person credit through proper 
APA citation format. Students who have been found to have plagiarized, intentionally or not, will be 
disciplined according to University and School policies.

Late Assignments
All assignments are due on the date required by the Instructor. Late assignments will be reduced to 
the grade deemed appropriate by the Instructor.

Incompletes
An incomplete may be given only when the student has been in full attendance and has done 
satisfactory work to within 2 weeks of the end of the semester. Evidence must be furnished that the 
work cannot be completed because of illness or other circumstances beyond the student’s control.

Class Discussion Guidelines
Successful class discussion depends upon people being “good citizens” by taking joint responsibility 
for making sure that discussion moves forward. That means both following guidelines and helping to 
enforce them.

1. Do the reading and come to class prepared to talk.
2. Listen as well as talk.
3. **Raise questions.** Asking questions, asking for clarification from faculty or other members of the class. Asking each other questions is as important, or maybe more valuable, than making points.

4. **Build on each other’s points.** Refer to each other, and let people know how what you are saying is related to the discussion.

5. **If you want to change the direction of the discussion, be explicit about it.** By doing so, you allow the class to decide whether or not they want to change direction. You allow the class to close one discussion before beginning another one. This also allows the class to know where you are coming from. You may know what you are talking about, but the class may think you totally off base because you changed the topic.

6. **Make your point and support your position, then allow the discussion to move on.** Do not persist in defending points. There is nothing more frustrating to a discussion than someone who keeps bringing the conversation back to the same point, restated, over and over again.

7. **Bring in your background.** Let others know where you are coming from. If you are using information or are informing your comments from personal experience or from knowledge gained outside of class, you should tell the class that. Otherwise, half of the class will not be listening to you but will be whispering to each other “was that in the reading?”

8. **Respect diversity of opinion as well as perspective.**
   a. **Do not stereotype** and never dismiss. Just because someone takes a “feminist” stand one day does not mean that every time that person opens her mouth everyone should roll their eyes and think, “okay, here’s the feminist position!”
   b. **Do not assume.** We come from a variety of backgrounds and have a diversity of lives that you may or may not find out during your time at the School. Do not assume that people are X. There will be gay people in the room; there will be white people who have known hunger and people of color who have gone to prep schools. There will be people who were teen parents and those who were consumers of services. Never assume that “we” are talking about “them”.

9. **Make the classroom a safe place.** What is said in the classroom should not be repeated outside the classroom. Discussion and learning happen when people feel they can experiment, openly discuss ideas, and be challenged and grow without being judged.

**Participation**
In this course, participation constitutes 15% of your grade. This represents the fact that your activity is integral to the quality of the classroom experience, and that the classroom experience is, in turn, integral to the quality of your education as professional social workers. We believe that what we ask you to do in the classroom, as well as assignments outside the classroom, contribute to your professional development.

By participating in class, you are contributing to a learning environment for yourself and your colleagues. You are also practicing critical thinking, communication skills, and leadership skills that will enhance your capacity to function as a proficient social worker.

Quality participation involves comments that are thoughtful, persuasive, logical and provide direction for the class. It also involves active listening and responding to your colleagues’ contributions. When you contribute to an environment that encourages your colleagues to speak up, you are also participating.
Guidelines for Evaluating Participation

**Outstanding Contributor:** Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. The student responds to colleagues’ ideas, and assists in further development and clarification of these ideas. If this person were not a member of the class, the quality of discussion would be diminished markedly.

**Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. Responses to colleagues’ ideas are often useful. If this person were not a member of the class, the quality of discussion would be diminished.

**Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated and are sometimes persuasive. Occasionally responds to colleagues’ comments in ways that are useful. If this person were not a member of the class the quality of the discussion would be diminished somewhat.

**Non-Participant:** This person says little or nothing in class, nor does s/he clearly encourage others through active listening. Hence, there is not an adequate basis for evaluation.

**Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. Comments do not acknowledge colleagues’ contributions, or worse, are disrespectful of them. If this person were not a member of the class, valuable airtime would be saved.

Note: Original attribution of these guidelines unknown.
Participation is worth 5 points in final grading and meets the Good or Adequate Category described above.

**Professional Behavior Policy**
It is expected that students conduct themselves ethically and professionally in all aspects of this seminar. This includes confidentiality, proper respect for all members of the class and their clients and agencies, and support and contributions to the learning environment. Academic dishonesty, plagiarism or unprofessional conduct will result in failure of the course.

**Student Behavior Policy**
In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.